International Field Study Seminar in Switzerland
TENTATIVE SYLLABUS
Swiss Mountain Agriculture: CFAN 3503 (3 credits)
May 18 – June 1, 2014

Based at the Agricultural College of Plantahof in Chur, this course explores several different types of farming operations in Switzerland. The agriculture systems that will be visited include animal, orchards, vineyards and vegetable production both in valleys and in the mountains. Opportunities will be provided to visit cooperatives, a cheese factory, and meet with local farmers and representatives in Landquart. Tourism abounds in the region alongside agriculture. Students will be able to experience a mountain hike, climb a glacier and blow an alphorn! All students will have a home stay with farmers at locations in the Alps near the summer pastures for cattle.

Instructors

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Course Objectives and Outcomes

This program will incorporate the following University of Minnesota Learning Outcomes:

- **Can identify, define, and solve problems** – Through pre-departure sessions and activities abroad, students will look at issues related to both Swiss and U.S. agricultural practices.

- **Have mastered a body of knowledge and a mode of inquiry** - Students will gain a greater understanding of Swiss agricultural activities through speaking directly with farmers, researchers, students, professionals, and government officials who share expertise and interest in agricultural issues.

- **Understand diverse philosophies and cultures within and across societies** – Students will have the opportunity to learn about and reflect on cultural differences within Switzerland and more broadly across Europe. We will also use the Intercultural Development Inventory as a tool for building intercultural competency.

This program will incorporate the following University of Minnesota Development Outcomes:

- **Responsibility and Accountability**: Students will be expected to maintain a high level of responsibility and accountability throughout the various visits and activities in this program.

- **Tolerance of Ambiguity** – Students will be exposed to a variety of perspectives and practices related to agriculture and agrotourism.

- **Appreciation of Differences** – Among the many other experiences this program provides, students will have the opportunity to experience a long weekend stay with a Swiss family.

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• **Self Awareness** – Through reflective writing and activities, students will learn about themselves and their own cultures while experiencing cultural difference abroad.

**Evaluation Criteria**

- Pre-departure Biography: 10
- Pre-departure Intercultural Development Inventory (IDI): 10
- Pre-departure Topic Summary: 40
- Participation: 50
- Reflection Writing:
  - Pre-departure: 20
  - In-country journaling, including homestay reflection: 30
  - Post-return: 20
- Final Assignment: 60
- Post-return Survey: 10
- Post-return IDI: 10

**Total Points:** 260

*Please note that late assignments will receive a deduction of 10%.

**Grading Standards**

93-100% = A  
90-92% = A-  
87-89% = B+  
83-86% = B  
80-82% = B-  
77-79% = C+  
73-76% = C  
70-72% = C-  
67-69% = D+  
63-66% = D  
62% or less = F

**Student Pre-Departure Orientation & Preparation**

Each student will be required to attend a two hour session which will be held in early April, followed by a full-day orientation in late April. These meetings will give you an overview of the program, go over logistics and give you a greater understanding of course assignments and expectations.

**ASSIGNMENTS**

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Pre-departure Biography
10 points
Prepare a half-page biography of yourself and email it to eehling@umn.edu. The bio will be given to Hans-Peter so he can match you with a host family and so your host family can know a little bit about you before you arrive. Include items such as: your hometown, family background, major at the U of M, things you enjoy about college, organizations in which you participate, and work or internships you have done.

Pre-departure and post-program Intercultural Development Inventory (IDI)
10 points X 2 assessments = 20 points total
A significant component of this course focuses on building intercultural competence and learning about cultural difference. We will use the IDI as a tool to navigate cultural experiences in Switzerland while also reflecting on our own culture.

Pre-departure Topic Summary
40 points
You will be asked to put together a 6-8 minute presentation on a topic of interest to you related to the course. It could be a topic related to agricultural practices, veterinary practices, sustainable farming, cultural practices, etc. Please be sure to choose a topic that will allow you to research how the issue is approached in the United States as well as Switzerland. I encourage you to pair up with another student for this project but you can also choose to work individually. A 1-2 page summary of your topic should also accompany your presentation. You will present at this topic at our second pre-departure session. You will be asked to send your one page summary to me at eehling@umn.edu at least one day in advance of our session. We will compile the topics into a handout for the whole group.

Participation
50 points total (roughly 5 points per day)
Students are expected to actively participate each day of the course. This includes asking questions of our speakers and tour guides, sharing during reflection discussions, being respectful and on-time. If you are late, points will be deducted from your grade. Attendance at each class session is mandatory without exception.

Reflective Writing and Journal Assignments

Pre-reflection Paper (20 points)
You will be asked to write a reflection on your cultural preparation for the course, including thoughts about the intercultural development presentation at the pre-departure orientation session. Specifically, you will be asked to write about where you think you are at on the IDI as well as some of your expectations for our trip. Further details will be provided at our pre-departure session. 2-3 pages in length, 12pt. font, Times New Roman, 1 inch margins.

In-Country Journaling (30 points)
You will be expected to keep a regular journal of your experiences. Questions will be provided to guide your entries. Compare and contrast your observations with what you know from home. How do you think and feel about these observations? Most days we will have debriefing sessions to talk as a class about what was learned that day and discuss reflection journal questions. Consider the broader topic of Swiss mountain agriculture and agro-tourism in your journal writing. We will have a particular reflective assignment after the homestay.

Post Reflection Paper (20 points)
You will be asked to write a final reflection in response to your pre-reflection assignment and journal entry responses. You will be asked to include thoughts on your intercultural development as well as the expectations and opinions that you had coming into the program. Further details will be provided at the pre-departure orientation session. 2-3 pages in length, 12pt. font, Times New Roman, 1 inch margins.

Final Assignment
60 points
Your final assignment will be on a topic of your choice based on something you learned while in Switzerland and could relate to the topic which you initially presented on at our first pre-departure session. This paper or video is expected to be a meaningful and substantial product of your learning experience. A short but thoughtful, organized and error-free product is superior to a longer product that lacks quality. The topic must be relevant to Swiss and American agriculture, agribusiness and/or agrotourism, sustainability, etc.; and include insight on Swiss and American cultural practices and understanding. You could focus on a particular problem, method/practice, tradition, or investigate multiple connected topics.

Paper:
Please use the following format for your final report. Consider it a Table of Contents. The report must be between 5-7 pages (not including cover page, table of contents, visuals such photos or diagrams, and reference page. Expected format: 1 inch margins, double spaced, Times New Roman and 12 point font.

Introduction
• State the idea and objective you selected to investigate or learn more about during the course.
• You may want to include definitions, theories or significant ideas critical to the whole paper.
• Why is this topic important?

Background information and topic research
• Support your idea/objective with information on your topic(s) in a logical set of paragraphs and/or sections.
• For each paragraph use a topic sentence and supporting points and details.

Conclusion
• Summarize the idea/objective
• Give your findings or conclusions, what did you learn through this experience?

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References

**Video:**
Creativity is essential in the video option. Like the presentation, who is your audience? How will you capture their attention and keep it (i.e. make it interesting)? What value will they take away from your presentation?

Examples of similar quality level videos can be found at:
http://www.cehd.umn.edu/pstl/water/stories/ Watch the Spring 2010 video of CFANS student Stephanie Herbst “White Earth, Blue Water” as an example.

**Post-return Survey**

*10 Points*
You will be asked to complete a course evaluation upon our return.

**ACCESS AND INCLUSION ABROAD**

During our time abroad we will be exploring various practices related to agriculture, agrotourism, and cultural differences as well as similarities. Students will be expected to be active participants in discussions and activities and will also be expected to be respectful of differing opinions, perspectives, and practices – of individuals in our host-country, fellow students, and the instructors. **We will look at diverse perspectives as value added and respect will be a key component of this seminar.**

Additionally, the instructors of this program will also make every effort to address individual student needs to ensure access for all students. Please speak to the instructors as soon as possible if you have any concerns or accessibility needs – this could include concerns related to disabilities, mental health, sexual orientation, or any other issue. Additional resources for students with disabilities, students who identify as LGBT, and/or multicultural can be found by visiting the following link but additional resources and support can be provided by the instructor: http://www.umabroad.umn.edu/students/identity.php